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The questionnaire was administered to 8709 high school seniors. Of this number 4279 were from public schools and 4430 were diocesan school graduates. 6006 planned to work immediately after graduation, and 2643 planned to continue their education. For those going on to college 16.6% planned to study engineering; 16.4% teaching; and 15.7% business. Not more than a dozen of all the college-bound students met with disciminatory practices when seeking admission to a college.

Among the students seeking their first job after graduation, approximately 3% of the Negro boys and 7 or 8% of the Negro girls probably met with discrimination. A large majority of these job-bound students were employed in a clerical capacity.

Boys agreed that mathematics courses proved most helpful to their careers. Girls felt English and commercial subjects were most helpful. The most helpful non-school activities indicated were part-time jobs, organization work, clubs and athletics.

Most pupils described guidance they received as adequate. Advice on scholarships was reported as the most inadequate service provided.

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Bulletin 581

Division of
Educational
Research

EDUCATIONAL OR VOCATIONAL PLANS QUESTIONNAIRE, GRADE 12B

PHILADELPHIA PUBLIC AND DIOCESAN HIGH SCHOOLS - JUNE 1957

December 17, 1958 Philadelphia

1. SUMMARY OF PUPILS INVOLVED

In the spring of 1957 a questionnaire on educational or vocational plans was administered to 8709 pupils in classes to be graduated from public and diocesan schools in June. The 8709 cases were distributed as follows:

TABLE I. POST-HIGH SCHOOL PLANS

	Planning to Work Immediately			Planning Post-High School Education		
	Boys	Girls	Total	Boys	Girls	Total
Public Schools	1039	1616	2655	937	687	1624
Diocesan Schools	1124	2287	3411	589	430	1019
Total	2163	3903	6066	1526	1117	2643

TABIE II. PUBLIC SCHOOL GRADUATES BY CURRICUIA

	Work Immediately			Post-High School Education			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Academic	234	201	435	800	551	1351	1034	752	1786
Commercial	119	1117	1236	47	86	133	166	1203	1369
Trade Preparatory	543	..	543	54	..	54	597	..	597
Home Economics	..	128	128	..	13	13	..	141	141
General	143	170	313	36	37	73	179	207	386
Total	1039	1616	2655	937	687	1624	1976[a]	2303[b]	4279

TABLE III. DIOCESAN SCHOOL GRADUATES BY CURRICUIA

	Work Immediately			Post-High School Education			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Academic	524	358	882	522	309	831	1046	667	1713
Commercial	320	1581	1901	34	93	127	354	1674	2028
Trade Preparatory	..	..	..	..	..	..	..	..	..
Home Economics	..	11	11	..	..	..	..	11	11
General	280	337	617	33	28	61	313	365	678
Total	1124	2287	3411	589	430	1019	1713[c]	2717[d]	4430

Total Graduates June 1957 - a = 2223, b = 2567, c = 2492, d = 2743

TABLE IV. TOTAL GRADUATES BY CURRICULA

	Work Immediately			Post-High School Education			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Academic	758	559	1317	1322	860	2182	2080	1419	3499
Commercial	439	2698	3137	81	179	260	520	2877	3397
Trade Preparatory	543	..	543	54	..	54	597	..	597
Home Economics	..	139	139	..	13	13	..	152	152
General	423	507	930	69	65	134	492	572	1064
Total	2163	3903	6066	1526	1117	2643	3689	5020	8709

2. POST-HIGH SCHOOL PLANS AND NEEDS

TABLE V. PUBLIC AND DIOCESAN SCHOOL GRADUATES - JUNE 1957

	Percent
Probably Would Profit by Further Full-Time Education	
Probably going to college or other full-time educational institution	25
Qualified for college but not going because of financial reasons	5
Not quite qualified for college but want post-high school education	5
Interested in and could profit by further education, IQ below 110	15
Total	50
Probably Would Not Profit by Further Full-Time Education	
Interested in but could not profit by further education, IQ below 110	18
Not interested, IQ of 110 or more	2
Not interested, IQ below 110	30
Total	50

Twenty-five percent of graduates go on to college or other full-time educational institution (29 percent of the boys and 21 percent of the girls). These graduates represent 14 percent of the pupils who entered school twelve years ago. These percents will fall rapidly within the next ten years unless college accommodations are radically expanded, in line with the increases in birth rates since 1940.

Another twenty-five percent (3335 of the total 13342 January and June graduates) need, want, and would profit by further post-high school education. This means that each year, at the present rate of graduation, there are more than 3000 graduates for whom some type of further full-time educational opportunity, which they do not now have, is needed. Among the pupils for whom this further full-time educational opportunity is not available are approximately 5 percent of the graduates, or about 650 boys and girls, who are qualified for college entrance but are unable to attend because of financial reasons.

In answer to the question, "What do you plan to study?" the answers of the 2643 pupils who said they were planning to go to college or other full-time educational institutions are listed below.

TABLE VI. COURSES IN POST-HIGH SCHOOL INSTITUTIONS

	Percent
Engineering	16.6
Teaching	16.4
Business	15.7
Liberal Arts	12.4
Nursing	8.2
Medicine	5.9
Chemistry, Physics, Electronics, Technology	5.6
Technician - Medical, X-ray, Laboratory	2.9
Law	2.2
Pharmacy	1.6
Dentistry	1.1
Other (Less than 1 percent)	11.4
Total	100.0

Analysis of the responses of public high and vocational-technical school graduates to the item "Give name of college or other institution you expect to attend," resulted in the following lists:

TABLE VII. PUBLIC SCHOOLS - INSTITUTIONS GRADUATES EXPECT TO ENTER

	Graduates
Temple University	469
Penn State	211
Drexel Institute	163
University of Pennsylvania	130
Museum School	39
Muhlenberg	18
University of Miami	13
Philadelphia College of Pharmacy	11
123 other colleges	286
State Teachers Colleges	73
West Chester (34)	
Cheyney (22)	
5 others (17)	
Hospitals (Nurse, technician)	113
Business Schools	
Pierce	14
6 others	9
11 Trade and Vocational Schools	21
2 Preparatory Schools	3
Total	1573*

* 51 of the 1624 pupils planning further education did not respond to this item.

TABLE VIII. DIOCESAN SCHOOLS - INSTITUTIONS GRADUATES EXPECT TO ENTER

	Graduates
Villanova	132
La Salle	104
Drexel Institute	89
Temple University	79
St. Joseph's	74
Chestnut Hill	40
Penn State	28
Immaculata	27
University of Pennsylvania	25
Gwynedd Mercy Junior College	17
Holy Family	14
Cabrini	14
44 other colleges	83
State Teachers Colleges	
West Chester	12
Seminaries, Novitiates, Convents	46
Hospital (Nurse, technician)	151
Business Schools	
Pierce	10
2 others	2
6 Trade and Vocational Schools	6
2 Night Schools	9
3 Preparatory Schools	5
Total	967*

* 52 of the 1019 graduates planning further education did not respond to this item.

3. RACIAL OR RELIGIOUS DISCRIMINATION IN POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITIES

In answer to the question, "Do you feel that racial or religious considerations have ever hurt, or are likely to hurt, your chances of admission to a college?" a number of pupils checked "Yes." Each questionnaire thus checked was studied in considerable detail and comparisons made with other pupils equally well qualified for admission to college. Among 2643 pupils who said they were planning to go to college or other full-time educational institution, no case was found where, because of racial or religious discrimination, the pupil could not get into some convenient local college, although perhaps not the college of his choice. (There were eleven cases of reasonably well qualified pupils where the pupil felt that racial or religious considerations might enter the picture. In five cases the pupil had not yet applied for admission to any college, and in the other six cases the pupil had not yet been notified about acceptance or rejection.)

There were perhaps twenty-five or thirty cases where pupils had been accepted in one or more colleges but denied admission to some particular college where it appeared on the surface as though the pupil might have been denied admission to this college because of a racial or religious "quota" system. However, on further examination it was found that probably not more than a dozen of these pupils were actually denied admission to a particular college due to racial or religious discrimination. Some of the colleges about which the question was raised most often admitted very few pupils from Philadelphia of any racial or religious group, and some of these colleges failed to admit comparable pupils not belonging to the racial or religious group and did admit other comparable pupils belonging to the racial or religious group in question. It is, therefore, probable that actual discrimination was encountered by less than one-half of one percent of the pupils, and that in no case was a pupil denied admission to some convenient college.

4. JOBS PROMISED AND APPLIED FOR

About 28 percent of boys and 60 percent of girls planning to work after graduation indicated that they had been promised specific jobs. Many others indicated the sort of jobs they had applied for or intended to apply for. These data are summarized in the tables below.

TABLE IX. JOBS AFTER GRADUATION - PUBLIC AND DIOCESAN SCHOOL BOYS

Type of Job	Job Promised	Job Applied For	Plan to Apply For	Total*
Clerical - Total	227	170	155	552
a. General or unspecified	(212)	(159)	(140)	(511)
b. Bookkeeper, accountant	(11)	(4)	(7)	(22)
c. Typist, clerk-typist	(4)	(7)	(8)	(19)
Mechanical	73	68	118	259
Building & Maintenance	26	28	54	108
Electrical	24	26	58	108
Drafting	35	37	32	104
Sales	31	10	9	50
Foods	35	4	5	44
Printing	23	4	8	35
Armed Forces	8	15	10	33
Postal Service	10	1	6	17
Medical Services	3	9	1	13
Gas Station Attendant	9	2	1	12
Chemical	0	0	10	10
Miscellaneous	111	102	90	303
Total*	615	476	557	1648

* The total does not represent different pupils, as there is a small amount of overlapping among columns.

TABLE X. JOBS AFTER GRADUATION - PUBLIC AND DIOCESAN SCHOOL GIRLS

Type of Job	Job Promised	Job Applied For	Plan to Apply For	Total*
Clerical - Total	2111	839	921	3871
a. General or unspecified	(1019)	(339)	(290)	(1648)
b. Typist, clerk typist	(281)	(199)	(231)	(711)
c. Stenographer	(295)	(132)	(121)	(548)
d. Secretary	(262)	(107)	(142)	(511)
e. Bookkeeper, accountant	(183)	(22)	(55)	(260)
f. File clerk	(28)	(17)	(29)	(74)
g. Receptionist	(16)	(17)	(41)	(74)
h. Office machine operator	(14)	(6)	(11)	(31)
i. Service representative	(13)	(0)	(1)	(14)
Telephone Operator	46	11	11	68
Sales	27	19	11	57
Teacher-Dancing, teacher's aide, etc.	20	12	7	39
Beautician	23	6	7	36
Mechanical	14	9	12	35
Medical Services	15	4	14	33
Foods	6	1	4	11
Miscellaneous	65	51	61	177
Total*	2327	952	1048	4327

* The total does not represent different pupils, as there is a small amount of overlapping among columns.

Clerical jobs are by far the most frequently sought and obtained, particularly among girls. The figures for clerical jobs in the above tables are minimum figures, since a large number of the miscellaneous entries are undoubtedly clerical jobs which were not specified as such but merely indicated by the name of a firm.

5. RACIAL DISCRIMINATION IN EMPLOYMENT

In answer to the question, "Do you think that racial or religious considerations have ever hurt, or are likely to hurt, your chances of obtaining a job?" very few pupils stated that they felt religious considerations would hurt their chances of obtaining a job. About 90 percent of the Negro boys and 80 percent of the Negro girls stated that they did not expect racial considerations to hurt their chances of obtaining a job. However, a total of 23 boys and 81 girls answered "Yes" to the question, and explained how they felt that racial considerations might work to their disadvantage. A detailed study was made of the records of each of these pupils.

Of the 23 boys, 6 had jobs promised which seemed to be in line with their school records and intellectual abilities. In 7 other cases the overall picture did not seem to indicate discrimination. In 5 cases there might have been discrimination, and in 5 cases there appeared to be definite discrimination.

Of the 81 girls, 22 had been promised satisfactory jobs. In 18 cases there appeared to be no evidence of discrimination on the basis of the facts presented. In 15 cases there might have been discrimination, and in 26 cases (including 22 applications for office jobs) there appeared to be definite discrimination.

This analysis indicated that about 3 percent of the Negro boys and 7 or 8 percent of the Negro girls probably met discrimination in trying to find their first jobs.

6. MOST HELPFUL HIGH SCHOOL SUBJECTS

Pupils were asked to indicate the two subjects which they thought had helped them most in preparing for a job or for further education, and to indicate the subjects in which they felt they should have had more work. These two items are analyzed in the following tables, which list only the subjects most frequently mentioned.

TABLE XI. SUBJECTS CONSIDERED MOST HELPFUL, AND SUBJECTS IN WHICH NEED FOR MORE WORK IS FELT - PUBLIC SCHOOLS

Percent of Pupils Mentioning Subject

Subject (Ranked in order of total number of public and diocesan school responses)	Planning to Go to Work							Planning Further Education*		Total	
	Boys			Girls				Boys	Girls	Boys	Girls
	Acad.	Trade Gen. Prep.		Acad.	Com.	Home Ec.	Gen.	Acad.	Acad.		
Most Helpful											
English	26	16	21	64	62	63	48	38	63	28	61
Commercial Subjects	2	1	21	31	84	8	65	0	1	2	52
Mathematics	51	58	44	35	21	25	22	41	36	48	27
Science	35	15	13	10	1	8	6	43	32	31	11
Shop	24	73	36	..	..	..	..	3	..	31	..
History	7	3	8	7	2	5	6	18	23	11	8
Foreign Language	1	0	3	10	1	2	1	7	19	4	6
Needed More											
English	15	21	17	21	29	20	18	20	23	19	26
Commercial Subjects	3	0	8	25	30	8	36	2	3	2	22
Mathematics	26	39	30	17	17	34	18	25	17	30	18
Science	15	12	13	9	5	7	5	23	19	17	9
Shop	10	19	14	..	..	..	..	4	1	10	0
History	3	5	4	6	5	9	5	4	9	4	6
Foreign Language	4	3	5	5	3	4	1	6	10	5	5

* Academic curriculum only.

TABLE XII. SUBJECTS CONSIDERED MOST HELPFUL, AND SUBJECTS IN WHICH NEED FOR MORE WORK IS FELT - DIOCESAN SCHOOLS

Percent of Pupils Mentioning Subject

Subject (Ranked in order of total number of public and diocesan school responses)	Planning to Go to Work						Planning Further Education*		Total	
	Boys			Girls			Boys	Girls	Boys	Girls
	Acad.	Com.	Gen.	Acad.	Com.	Gen.	Acad.	Acad.		
Most Helpful										
English	29	34	24	55	64	60	45	37	34	59
Commercial Subjects	6	59	12	59	89	84	1	4	16	74
Mathematics	68	44	54	34	24	28	66	37	61	28
Science	49	10	33	11	1	3	52	64	40	10
Shop	1	2	4	..	..	..	..	..	1	..
History	4	5	2	1	2	2	10	9	6	3
Foreign Language	3	1	2	8	2	2	12	26	5	6
Needed More										
English	7	13	10	15	14	21	11	6	10	14
Commercial Subjects	5	18	3	25	38	37	2	4	6	32
Mathematics	32	31	39	21	15	15	35	22	34	17
Science	23	11	18	9	4	3	29	29	22	8
Shop	4	3	4	..	..	..	..	..	3	..
History	5	6	5	3	6	7	4	3	5	5
Foreign Language	12	6	3	8	9	7	10	15	9	9

* Academic curriculum only.

Boys in both public and diocesan schools are agreed that mathematics is the subject which has been most helpful in preparing for work or for further education. Science and English are also considered among the most helpful subjects.

Among the girls, English and commercial subjects are regarded as the two most helpful areas, with mathematics and science considerably lower, in third and fourth places.

It will be noted that, in general, the subjects considered most helpful are also those in which graduates tend to feel they should have had more work.

7. MOST HELPFUL ACTIVITIES

Of the 2163 boys and 3903 girls planning to work, only 269 boys and 713 girls answered affirmatively the question,"Have activities, in or out of school, helped you to prepare for this work?" The activities which were considered most helpful were indicated. Of the 1526 boys and 1117 girls planning further education, 670 boys and 531 girls listed the activities which they felt had been most helpful.

The five activities most frequently mentioned by each group of students as being among the three most helpful, yielded a list of eleven activities:

Part-time jobs
Organization work
Clubs
Athletics
Publications
Church activities
Music

Hobbies
Reading
Art
Armed forces reserve

Of these, the last four were mentioned much less frequently than the first seven. The first seven may be considered as constituting the outstanding in-and-out-of-school activities as judged by the pupils.

All activities except jobs are mentioned more frequently by the students planning further education than by those planning to work immediately.

Boys consider athletics very helpful, whereas girls do not. On the other hand, girls attach considerably more importance than do boys to the helpfulness of music, organization work, and church activities.

The following table shows the principal differences in evaluation of activities by boys and girls.

TABLE XIII. MOST HELPFUL ACTIVITIES - PUBLIC AND DIOCESAN SCHOOLS

	Frequency of Mention			
	Boys		Girls	
Activity	Planning to Work	Planning Further Education	Planning to Work	Planning Further Education
Part-time jobs	127	119	269	18
Organization work	0	85	148	147
Clubs	0	119	28	147
Athletics	33	230	24	0
Publications	10	60	55	98
Church activities	0	46	77	100
Music	18	0	50	116

8. GUIDANCE RECEIVED

Pupils' judgment of the adequacy of guidance received in certain areas was analyzed for public senior high and vocational-technical schools. Pupils were asked whether they had asked for or received help in choice of career or course, help in selection of subjects, help in selection of college, help in finding a job, and advice regarding scholarships, and whether the guidance received had been sufficient.

The analysis of responses to the guidance item is presented in the following table. It will be noted that the five areas considered show remarkable consistency of response, both as to the frequency of guidance and the adjudged degree of adequacy. Girls report slightly more guidance than do boys. It should be noted, too, that a considerable percent of pupils have received guidance without requesting it.

TABLE XIV. AREAS AND ADEQUACY OF GUIDANCE RECEIVED

Percent of Pupils Responding to Item

	Choice of Career or Course	Selection of Subjects	Selection of College	Scholarship Advice	Finding a Job
Received Help					
Boys	59	54	61	53	57
Girls	65	66	63	69	71
Received Help Without Asking	17	18	8	9	12
Received Sufficient Help*					
Boys	80	76	84	72	73
Girls	84	81	86	77	80
Senior High Schools	81	79	85	74	77
(Range)	(70-98)	(70-95)	(73-100)	(62-93)	(55-93)
Vocational-Technical Sch.	86	78	#	#	79
(Range)	(82-89)	(73-86)			(72-88)

* Includes some pupils who did not receive (or need) help.
\# Numbers too small to warrant calculation of percent.

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TABLE XV. IQ'S OF 12B PUPILS ON ROLL JUNE 1957 IN PUBLIC SENIOR HIGH AND VOCATIONAL-TECHNICAL SCHOOLS

Distributed by Post-High School Plan and Curriculum

IQ (1)	Pupils Planning to Go to Work After Graduation							Pupils Planning to Continue Full-Time Education							Total Pupils						
	Academic (2)	Commercial	Home Economics	General (3)	Trade Prep. Senior	Trade & Ind. V.-T.	Total	Academic (2)	Commercial	Home Economics	General (3)	Trade Prep. Senior	Trade & Ind. V.-T.	Total	Academic (2)	Commercial	Home Economics	General (3)	Trade Prep. Senior	Trade & Ind. V.-T.	Total
140+	4	2		1		1	8	58						58	62	2		1		1	66
130-139	17	10				3	30	156					1	157	173	10				4	187
120-129	55	68		9	2	19	153	282	7		4	1	6	300	337	75		13	3	25	453
110-119	109	212	1	17	10	50	399	331	20		11		5	367	440	232	1	28	10	55	766
100-109	78	331	11	49	43	93	605	192	33	1	14	2	14	256	270	364	12	63	45	107	861
90-99	52	240	27	49	74	73	515	80	18		10	5	9	122	132	258	27	59	79	82	637
80-89	24	111	25	48	51	28	287	11	13		3	7	4	38[a]	35	124	25	51	58	32	325
70-79	5	23	8	16	20	9	81	1	2			1	1	5[b]	6	25	8	16	21	10	86
60-69		3		2	4	1	10									3		2	4	1	10
Total	344	1000	72	191	204	277	2088[c]	1111	93	1	42	16	40	1303[d]	1455	1093	73	233	220	317	3391
Median	111	103	91	95	93	103	102	118	104	105	105	90	104	116	116	103	91	98	93	103	107

(1) Philadelphia Mental Ability Test, Grade 9A.
(2) Includes Music, Vocational Art and Industrial Arts.
(3) Includes Achievement and Common Learnings.

a. Five or ten of these are likely to be admitted to a trade school, business school, barbers' college, or other special school.
b. None of these is likely to be admitted to any full-time educational institution.
c. Also 567 pupils whose IQ's were not reported.
d. Also 321 pupils whose IQ's were not reported.

TABLE XVI. IQ'S OF 12B PUPILS ON ROLL JUNE 1957 IN PUBLIC SENIOR HIGH AND VOCATIONAL-TECHNICAL SCHOOLS

Distributed by Sex and Post-High School Plan

IQ	Boys			Girls		
	Planning to Go to Work After Graduation	Planning to Continue Full-Time Education	Total	Planning to Go to Work After Graduation	Planning to Continue Full-Time Education	Total
140+		39	39	8	19	27
130-139	11	107	118	19	50	69
120-129	60	190	250	93	110	203
110-119	149	213	362	250	154	404
100-109	212	136	348	393	120	513
90-99	208	61	269	307	61	368
80-89	115	24	139	172	14	186
70-79	42	4	46	39	1	40
60-69	7		7	3		3
Total	804	774	1578	1284	529	1813
Median	101	117	109	103	114	106

Boys with high IQ's tend to stay in school to grade 12B to a greater extent than is true for girls with high IQ's. Boys with average or below average IQ's tend to drop out of school in greater numbers. These two facts explain the higher 12B median IQ for boys.

Only 17 percent of boys with IQ's of 120 or above are planning to go to work after graduation, while 40 percent of girls with these IQ's are planning to go to work.